

Module 3 Reading 3

Differentiating instruction for advanced learners in the mixed-ability middle school

C A Tomlinson (1995)

Rationale

- Wide range of ability, student interests, learning styles and levels of readiness
- Not appropriate to set regular work and then provide more work to the GandT students

Content

- Variety of ways to explore the curriculum

Product

- Student-interest based outcomes

Management Strategies

- Flexible grouping
- Variety of tasks

Principles

- Ongoing assessment to provide appropriate curriculum
- Shared goal setting between student and teacher
- Assessment of student growth and goal attainment

Process

- Need to understand and 'own' information
- Active explorers
- How do they learn best? Adjustments made to suit student's learning style
- Readiness based adjustments, eg simple to complex

Learning Environment

- Use of multiple texts and supplementary materials
- Use of computer programs
- Interest centers
- Compacting
- Graduated task and product rubrics